

2007

Public Library Service Responses

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For the Public Library Association, a division of
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She has been an active participant for the past twenty years in the Public Library Association's efforts to develop tools that will enable public librarians and trustees to effectively plan, measure and evaluate public library service. She served as member of the committee that produced *Planning and Role Setting for Public Libraries* (1987) and *Output Measures for Public Libraries* (1987) and *Planning for Results: The Public Library Transformation Process* (1998). Most recently, she chaired the committees which oversaw the creation of *Managing for Results: Effective Resource Allocation for Public Libraries* (2000) and *Staffing for Results: A Guide to Working Smarter* (2002). She is co-author, along with Sandra Nelson, of *Creating Policies for Results: From Chaos to Clarity* (ALA 2003). She currently serves as Associate Editor of the PLA Results series.

Ms. Garcia was the President of the Public Library Association from 1991–92, and she has served three terms on the ALA Council. Her awards include the Librarian of the Year Award (1986) and the President's Award from the Arizona State Library Association. She has been a frequent speaker at library conferences on a wide variety of topics relating to public library planning, branch library services, measurement and evaluation, facilities planning and intellectual freedom.

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Ms. Nelson is the author of *Planning for Results: A Streamlined Approach* (2001) and she is co-author of *Creating Policies for Results: From Chaos to Clarity* (2003), *Wired for the Future: Developing Your Library Technology Plan* (1999) and *Managing For Results: Effective Resource Allocation for Public Libraries* (2000), all published by ALA. She is currently the Senior Editor of the PLA Results series.

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Introduction

The Public Library Association (PLA) plays a major role in providing the tools and training required to "enhance the development and effectiveness of public librarians and public library service."¹ Since 1980, PLA has published a series of books designed to help library staff, managers, and boards as well as community residents develop and implement effective strategic plans. The underlying assumptions in all of these books are the same:

- Excellence must be defined locally. It is a result of providing library services that match community needs, interests, and priorities.
- Excellence does not require unlimited resources. It occurs when available resources are allocated in ways that support library priorities.
- Excellence is a moving target. Even when achieved, excellence must be continually maintained.
- Service responses are the links between the community's needs, interests, and priorities and the programs and services a library offers. Specifically, *a service response is what a library does for, or offers to, the public in an effort to meet a set of well-defined community needs*. Service responses serve multiple purposes in a library strategic planning process.
- Service responses describe the primary service roles or priorities of public libraries.
- Service responses provide a common vocabulary that can be used by librarians, trustees, and community leaders to identify service priorities for specific libraries.
- Service responses identify possible policy implications that library managers will need to address if the service response is selected as a priority.
- Service responses define the resources (staff, collections, facilities, technology) required to support specific service priorities.
- Service responses provide suggested measures that can be used to evaluate services in priority areas.

A Brief History

Service responses have evolved over the years. The concept was first articulated by Lowell Martin, who believed that libraries needed to focus on providing a few services well rather than providing a lot of services poorly.² Martin suggested that there were a series of standardized roles from which libraries might choose their priorities. Those roles provided the philosophical framework for the original public library roles in *Planning and Role-Setting for Public Libraries*, published in 1987.³

The advent of the Internet and the rapid changes in information technology in the 1990s raised questions about the applicability of the public library roles developed in the mid-80s. In 1997, the publication *Planning for Results: A Public Library Transformation Process* included thirteen service responses, which were defined as "what a library does for, or offers to, the public in an effort to meet a set of well-defined community needs."⁴

The pace of change continued to accelerate, and in 2006 PLA initiated a process to review and revise the 1997 service responses. The process was designed to allow all interested librarians, library staff, and library trustees to participate, either in person or via the Web. The process started with three meetings held during the 2006 ALA Annual Conference in New Orleans to discuss the current service responses and begin to identify possible new responses. Those who were unable to attend one of the meetings in New Orleans were

given an opportunity to participate in the revision process through the PLA blog. In mid-November, June Garcia and Sandra Nelson developed a list of proposed service responses that reflected all of the suggestions and comments that had been received. On January 4, 2007, drafts of the complete descriptions of eighteen proposed service responses were posted to the PLA blog for review and discussion. The drafts were presented at an open meeting during the 2007 Midwinter Meeting in Seattle and were completed in mid-February 2007. The final service responses reflect the wide array of input received.

The Service Responses

The eighteen service responses are listed on the following page. These service responses are not intended to be a comprehensive list of every service or program offered in every public library in the country. They are, however, designed to describe the most common clusters of services and programs that libraries provide. As noted in the introduction to the 1997 service responses, "The service responses . . . are not intended to make libraries more alike. Quite the contrary, the descriptions and examples offered are provided to help library planners see the many possibilities that exist for matching their services to the unique needs of their communities. The service responses are a starting, not an ending, point."⁵

Each service response contains eight sections: the title, the description, suggested target audiences, typical services and programs in libraries that select this as a priority, potential partners, policy implications, critical resources, and possible measures. These sections are described in detail below.

Title

The title includes two phrases. The first phrase describes what the user receives, and the second describes what the library offers. The titles are intended to be descriptive and easily understood by staff and community residents.

Description

This describes the benefits that the user receives because the library provides the service. It is written in terms that lay people can understand and is intended to help library planners make the connection between identified community needs and the library's service priorities.

Suggested Target Audiences

Target audiences are defined either by demographics (typically age) or by condition (student, business owner, new immigrant). If a service is designed to serve a single target audience, that audience has been defined in the title or description (for example, Create Young Readers). However, if a service can be delivered effectively to multiple target audiences (for example, Stimulate Imagination), then the title and description are age- and condition-neutral, and library planners are encouraged to identify target audiences during the goal-setting process.

The target audiences defined by age are *children*, *teens*, *adults*, and *seniors*. In those service responses in which adults are identified as a target audience and seniors are not, the term *adult* is intended to include everyone older than age eighteen. In several service responses, the target audiences include adults and seniors. In those instances, seniors have unique needs or interests that are different than the needs or interests of the younger adult population. The term seniors includes everyone older than age sixty-two.

The Service Responses

Be an Informed Citizen: Local, national, and world affairs. Residents will have the information they need to support and promote democracy, to fulfill their civic responsibilities at the local, state, and national levels, and to fully participate in community decision-making.

Build Successful Enterprises: Business and non-profit support. Business owners and non-profit organization directors and their managers will have the resources they need to develop and maintain strong, viable organizations.

Celebrate Diversity: Cultural awareness. Residents will have programs and services that promote appreciation and understanding of their personal heritage and the heritage of others in the community.

Connect to the Online World: Public Internet access. Residents will have high-speed access to the digital world with no unnecessary restrictions or fees to ensure that everyone can take advantage of the ever-growing resources and services available through the Internet.

Create Young Readers: Early literacy. Children from birth to age five will have programs and services designed to ensure that they will enter school ready to learn to read, write, and listen.

Discover Your Roots: Genealogy and local history. Residents and visitors will have the resources they need to connect the past with the present through their family histories and to understand the history and traditions of the community.

Express Creativity: Create and share content. Residents will have the services and support they need to express themselves by creating original print, video, audio, or visual content in a real-world or online environment.

Get Facts Fast: Ready reference. Residents will have someone to answer their questions on a wide array of topics of personal interest.

Know Your Community: Community resources and services. Residents will have a central source for information about the wide variety of programs, services, and activities provided by community agencies and organizations.

Learn to Read and Write: Adult, teen, and family literacy. Adults and teens will have the support they need to improve their literacy skills in order to meet their personal goals and fulfill their responsibilities as parents, citizens, and workers.

Make Career Choices: Job and career development. Adults and teens will have the skills and resources they need to identify career opportunities that suit their individual strengths and interests.

Make Informed Decisions: Health, wealth, and other life choices. Residents will have the resources they need to identify and analyze risks, benefits, and alternatives before making decisions that affect their lives.

Satisfy Curiosity: Lifelong learning. Residents will have the resources they need to explore topics of personal interest and continue to learn throughout their lives.

Stimulate Imagination: Reading, viewing, and listening for pleasure. Residents will have materials and programs that excite their imaginations and provide pleasurable reading, viewing, and listening experiences.

Succeed in School: Homework help. Students will have the resources they need to succeed in school.

Understand How to Find, Evaluate, and Use Information: Information fluency. Residents will know when they need information to resolve an issue or answer a question and will have the skills to search for, locate, evaluate, and effectively use information to meet their needs.

Visit a Comfortable Place: Physical and virtual spaces. Residents will have safe and welcoming physical places to meet and interact with others or to sit quietly and read and will have open and accessible virtual spaces that support networking.

Welcome to the United States: New immigrants will have information on citizenship, English Language Learning (ELL), employment, public schooling, health and safety, available social services, and any other topics that they need to participate successfully in American life.

Typical Services and Programs in Libraries That Select this as a Priority

These are the kinds of services and programs that libraries *that select this as a priority* might provide. This list is illustrative, not prescriptive, and is intended to describe services that go well beyond the basic level of services that a library might provide to support non-priority services. It is designed to help planners visualize the effect of selecting the service response as a priority.

Potential Partners

Libraries have always collaborated with other community agencies and organizations to provide services, and that collaboration has become more even important in the past several years. This section lists some of groups that the library might partner with if they select the service response.

Policy Implications

All service priorities have policy implications. This section includes a list of some of the policy issues that may need to be addressed if a library selects the service response. The list of policy implications is not intended to be all-inclusive. Each library is unique, and staff will have to assess all of the policy implications of a new priority based on local conditions.

Almost all of the policy issues identified in the eighteen proposed service responses have been addressed in the policy development templates included in *Creating Policies for Results: From Chaos to Clarity*.⁶ The templates include a list of questions to consider when developing and revising policy statements.

Critical Resources

These are the types of resources that libraries that select the service response will need to provide the service effectively. Again, the lists are simply illustrative. In most cases, the suggested critical resources are directly linked to typical services and programs listed in the service response. Obviously, the specific resources required will be driven by the programs and services that the library chooses to offer in support of that service response. The required resources are divided into four categories.

Staff (Knowledge, Skills, and Abilities)

"*Knowledge* refers to the information and concepts acquired through formal education and job experience. *Skills* are the manual and mental capabilities acquired through training and work experience, the application of knowledge gained through education or training and practical experience. *Abilities* are the natural talents, capacities, and aptitudes possessed by employees."⁷

There is no mention of training in any of the staff resource sections. It is assumed that library managers will provide the training needed to ensure that staff have the knowledge and skills required to provide the programs and services that support the library's priorities.

Collection (Print, Media, and Electronic Resources)

This is a list of subject areas that support the service response. There is no discussion of the level of collection development in each subject area, but it is assumed that staff in libraries that select a service response as a priority will develop collections in these subject areas in much greater depth or breadth than would be the case in libraries in which the service response was not a priority.

There is also no discussion of the provided materials' languages, even in the service responses that most directly serve people who speak languages other than English (Welcome to the United States). Libraries are expected to provide materials in the languages spoken by the people within the target audience or audiences of the selected service responses.

In some service responses, there are no format-specific recommendations, and the expectation is that staff will purchase materials in the formats most appropriate for their community. However, in other service responses the format in which materials are made available is an important factor, and specific formats have been recommended. For example, libraries that select Stimulate Imagination will have to provide visual, audio, print, and electronic materials to meet user expectations and demand.

Facility (Space, Furniture, and Equipment)

Space describes an area of the library building that has a common usage or purpose.⁸ Furniture and equipment are the physical items within the structure.

This section does not include shelving, basic furnishings (tables, chairs, and so on), or basic equipment (copy machines and so on). It is assumed that the library will provide shelving for all materials that support the service response and that the library has appropriate furnishings and equipment for general services. Most of the items identified in this section go beyond the minimum requirements for providing general service and are unique to the service response they support. All library facilities should be in full compliance with the provisions of the Americans with Disabilities Act (ADA).

Technology (Hardware, Software, Networks, and Telecommunications)

Hardware includes computer workstations, servers, and other technologies, such as scanners, self-check machines, and printers. Software includes desktop operating systems and unique programs that support the service responses (for example, literacy tutoring programs for Learn to Read and Write). A network is a group of interconnected computers. Telecommunications refers to the transmission of data.

It is assumed that libraries provide public access to the Internet and have sufficient bandwidth to manage the online services provided. It is also assumed that the library has an existing Web page and that the Web pages included under "Typical Services" can be added to that Web page. Finally, it is assumed that the library technology is in full compliance with ADA provisions.

Possible Measures

There are four methods that can be used to measure progress toward meeting the goals that are established to support the selected service response. This section includes sample measures for some or all of the methods.

Number of Users

This includes the total number of people or the number of unique individuals who used a service during a given time period.

User Perceptions

This measures the user's opinion about how well the library's service(s) met his or her needs; this opinion could be about the service's quality, value, or impact, or the user's satisfaction with the service.

User Outcomes

This is also referred to as outcome measurement and is "a user-centered approach to the planning and assessment of programs or services that are provided to address particular user needs and designed to achieve change for the user."⁹ Outcomes typically result in changes in knowledge, skill, attitude, behavior, or condition of the end user.

User outcomes are always expressed in both number of users and percentage of users. Outcome measures can only be used with programs planned "to meet the identified needs of a clearly defined group of end-users [library customers]."¹⁰ Each of the suggested user outcomes starts with the phrase "Number and percent of specified users . . ."

Units of Service Delivered

This is the number of actual library service transactions that were done to make progress toward a specific goal. It includes all of the standard library outputs, such as circulation, number of reference transactions, number of hits on the library Web page, and so on.

How These Service Responses Are Used in Strategic Planning

The eighteen service responses are intended to be used in conjunction with the Planning for Results strategic planning process. The full process is described in detail in the book *The New Planning for Results: A Streamlined Approach*, to be replaced by *Planning for Results: 2007* in late 2007.¹¹ A summary of the process follows.

Planning for Results is a collaborative process that involves community leaders and library managers, staff, and board members in identifying library service priorities. Each of the four groups has a unique point of view. The ideal relationship among the planning participants is illustrated in figure 1. In this model, the planning committee is an advisory committee composed primarily of community leaders, each of whom represents one or more constituencies. The members of the planning committee are responsible for identifying community needs and working with the members of the library board and staff to select the service responses that will most effectively meet those needs.

The planning committee members identify community needs and select

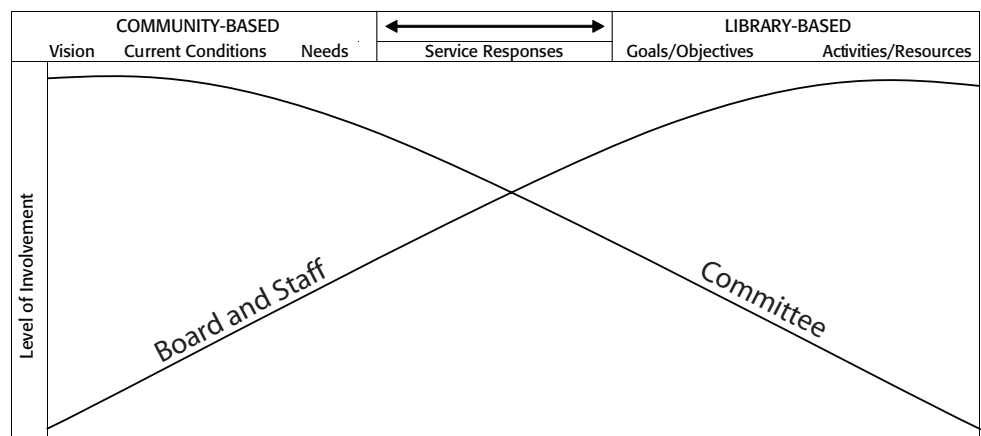


Figure 1. Planning Responsibilities

preliminary service responses during their first meeting. Then library staff and board members review the selections and tell the committee what would happen to existing services and programs if the proposed service responses were selected. The committee members consider this information during their second meeting, and then make their final service response recommendations. As you can see in figure 2, most of the planning committee's responsibilities are complete at this point; they will meet one more time at the end of the process to review the final plan before it is presented to the board for approval.

After the second meeting of the planning committee, planning responsibilities shift to the library staff, who will write goals and objectives.

The terms *goal* and *objective* have specific meanings in the Planning for Results strategic planning process:

- **Goal:** The benefit a community (or a target population within a community) will receive because the library provides a specific service response. Each goal is derived from a specific service response. All goals contain the same two elements: they begin with the audience being served, and then describe the benefit the audience receives because the library offers a service. For example, the following goal could support the Create Young Readers service response: *All children in Anytown will enter school ready to learn to read, write, and listen.* The goal *Teens in Anytown will be able to express themselves by creating original digital content* supports the Express Creativity service response.
- **Objective:** The way the library will measure its progress toward reaching a goal. Every objective contains the same three elements: a measure, a standard of progress against which to compare that measure, and a date or timeframe by which time the standard should be met. For example, an objective under the Create Young Readers goal in the preceding section might be: Each year at least 85 percent of parents and caregivers of preschool children will say that the library plays an important role in helping children to develop a love of books, reading, and learning. There are suggested measures for each of the eighteen service responses that can be incorporated into the objectives.

The focus in the Planning for Results process is on implementation. It doesn't do any good to identify community needs, select service responses, create goals describing community benefits, and write objectives that include progress measures unless library services and programs are changed to reflect the new priorities. Change starts by identifying current and new activities that will help to meet the goals and objectives in the strategic plan. Each of the eighteen service responses includes a list of typical services that can serve as a starting point for activity selection, but there are dozens and dozens of other activities that could be considered as well. The key is to select activities that will be effective—and to remember that every community, and every library, is unique.

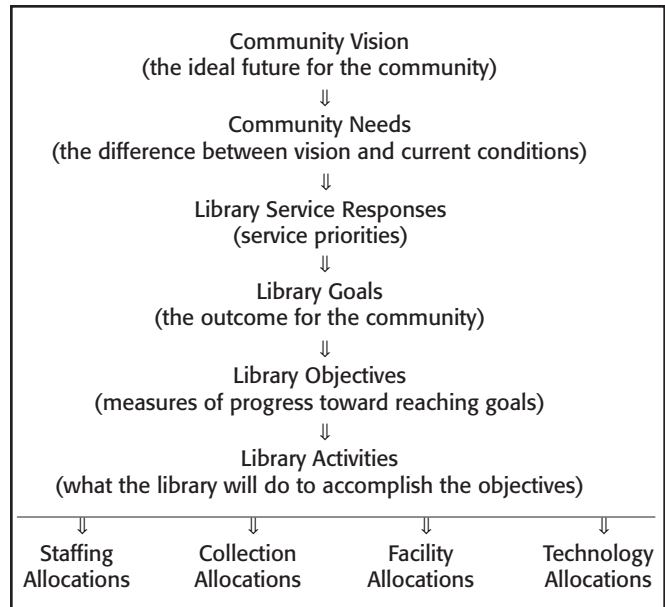


Figure 2. Planning for Results Model

Once library staff have identified the activities, the final—and most important—step is to allocate the resources needed to actually accomplish those activities. The eighteen service responses include lists of suggested resources. The lists of resources, as with the other lists in the service responses, are simply illustrative. In most cases, the suggested resources are directly linked to typical services and programs listed in the service response. Obviously, the specific resources required by each library depends on the activities selected. The entire planning process is illustrated in figure 2 (page 7).

This brief overview is intended to illustrate how the various elements of the service responses are used throughout the planning process. It is not intended to serve as a planning guide or outline. If your library is interested in developing a strategic plan, you will find detailed instructions in *The New Planning for Results: A Streamlined Approach* or *Planning for Results: 2007*.

In Summary

These eighteen service responses provide a context for a broad-based discussion of library priorities among community leaders and elected officials, community residents (both library users and non-users), library staff, and library board members. The process described in *Planning for Results* provides a framework for the discussion of priorities. These tools are designed to ensure that public libraries remain vital and effective throughout the twenty-first century.

References and Notes

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8. Libris Design, Glossary, www.librisdesign.org/help/glossary.html.
9. Rhea Rubin, *Demonstrating Results: Using Outcome Measurement in Your Library* (Chicago: ALA, 2006), 3.
10. Ibid., 15.
11. Sandra Nelson, *The New Planning for Results: A Streamlined Approach* (Chicago: ALA, 2001); *Planning for Results: 2007* is the working title of a forthcoming book by Sandra Nelson to be published by ALA.

Be an Informed Citizen

Local, National, and World Affairs

Residents will have the information they need to support and promote democracy; fulfill their civic responsibilities at the local, state, and national levels; and fully participate in community decision-making.

Suggested Target Audiences

- adults
- teens
- new voters

Typical Services and Programs in Libraries That Select This As a Priority

- Provide information on issues of public policy.
- Convene meetings to provide an opportunity for people to discuss community issues.
- Convene meetings to provide an opportunity for people to discuss national and international issues.
- Develop and maintain a Web page with links to local, state, and federal information resources.
- Host regularly scheduled open discussions with elected officials (local, state, and federal), and make the discussions available as podcasts or downloadable digital videos.
- Provide paper and electronic copies of local information, such as annual reports from city agencies, environmental reports, revised population estimates from the city planning office, and city council meeting minutes.
- Participate in blogs that focus on local issues.
- Present programs in partnership with local and national organizations that promote democracy and civic involvement.
- Operate a community television station and broadcast community meetings.
- Provide tax forms and volunteer tax advisers.
- Register voters or provide voter registration forms.

Potential Partners

- AARP tax advisors
- board of elections
- chamber of commerce
- city council
- county commission
- League of Women Voters
- other city or county departments

Policy Implications

Meeting Rooms

- meeting room use by outside groups
- meeting room use for partisan events
- meeting room use for issue-based programs
- meeting room use after library hours
- meeting room fees

Programs in the Library

- co-sponsorship of programs

Web Page

- criteria for linking to sites sponsored by advocacy groups

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about local government structures and elected and appointed officials.
- Staff are knowledgeable about issues of local concern.
- Staff are knowledgeable about resources that provide information about local, state, national, and international public policy issues.
- Staff can facilitate meetings.
- Staff can establish partnerships with local and national organizations that promote civic engagement.
- Staff can record podcasts or digital videocasts and make them available for download.

Collection (Print, Media, and Electronic Resources)

- Constitutional law
- current events
- environmental issues
- globalization
- grassroots organizing
- local, state, and national government
- municipal finance
- political ideologies
- political process
- politics
- public administration
- public policy issues

Facility (Space, Furniture, and Equipment)

- meeting space
- equipment to record podcasts/videocasts

Technology (Hardware, Software, Networks, and Telecommunication)

- public access computers, audio headsets, and printers
- possible measures

Number of Users

- number of people attending programs on topics related to local, national, and world affairs
- percent of people who indicate on a survey that they use the library to become an informed citizen

User Perceptions

- percent of users surveyed who respond that:
 The library's collection of materials on local, national, and world affairs is very good or excellent.
 The information assistance they receive from staff when looking for information or asking a reference question is very good or excellent.

User Outcomes

- number and percent of specified participants who become more actively involved as citizens
- number and percent of specified participants who gain a sense of community

Units of Service Delivered

- circulation of materials in subject areas associated with local, national, and world affairs
- number of programs offered on the topics related to the local, national, and world affairs
- number of hits on the library's "Be an Informed Citizen" Web page
- number of podcasts/videocasts recorded and the number of times each was downloaded

Build Successful Enterprises

Business and Non-profit Support

Business owners and non-profit organization directors and their managers will have the resources they need to develop and maintain strong, viable organizations.

Suggested Target Audiences

- business owners
- people who want to start businesses
- entrepreneurs
- managers in businesses
- not-for-profit organization directors and staff
- not-for-profit organization board members

Typical Services and Programs in Libraries That Select This As a Priority

- Develop and maintain a Web site with links to resources for business.
- Develop and maintain a Web site with links to resources for not-for-profit managers and board members.
- Sponsor or co-sponsor workshops and seminars on topics of interest to businesses or not-for-profit organizations.
- Provide podcasts, videocasts, RSS feeds, or wikis on business-related topics.
- Provide podcasts, videocasts, RSS feeds, or wikis on topics of interest to not-for-profit staff and boards.
- Participate in blogs for small business owners and entrepreneurs.
- Establish and maintain a business center in the library.
- Establish and maintain a grants center in the library.
- Make presentations to local business organizations about the library's business-related services and programs.
- Provide paper and electronic copies of local ordinances that affect businesses, including zoning, local census projections, development plans, and so on.
- Provide SCORE (Service Core of Retired Executives) volunteers to provide assistance to business and not-for-profit managers and board members.

Potential Partners

- chamber of commerce
- local community foundation
- foundations (local, regional, state, and national)
- SCORE (Service Core of Retired Executives)
- service organizations (Rotary, Kiwanis, Lions, and so on)
- small business centers in local community colleges or universities

Policy Implications

Circulation

- cards for nonresidents who own businesses
- cards for business or non-profit organization

Community Presentations or Programs Offered at Non-library Locations

- classification of staff who can deliver presentations or programs
- volunteer use
- process that agency or organization must follow to request a presentation or program
- minimum or maximum number of anticipated attendees
- number of times a presentation or program will be given to the same group during a specified period of time

Fees and Fines

- fees for videoconferencing equipment
- fees for using equipment in the business or grants centers

Meeting Rooms

- meeting room use by outside groups
- meeting room use for fee-based programs
- meeting room use after library hours
- meeting room fees
- sale of items during meetings

Programs in the Library

- co-sponsorship of programs
- programs presented by for-profit organizations or individuals

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about print and electronic business resources.
- Staff are knowledgeable about business structures (sole-proprietor, partnership, LLC, and so on).
- Staff are knowledgeable about the requirements for establishing a new business or not-for-profit organization.
- Staff are knowledgeable about grant sources and grant-writing.
- Staff are knowledgeable about local ordinances that affect businesses.
- Staff can plan and make presentations to community groups.
- Staff can plan and present programs on a variety of business-related topics.
- Staff can collaborate with community agencies to plan and present programs on business topics.
- Staff can manage a blog or develop a wiki.
- Staff can record podcasts or videocasts and make them available electronically.
- Staff can recruit and manage SCORE volunteers.
- Staff may have experience in managing a business or not-for-profit organization.

Collection (Print, Media, and Electronic Resources)

- accounting
- commerce
- consulting
- customer service
- home-based businesses
- human resources
- local-industry related
- management
- marketing
- non-profit organizations and charities
- organization development
- retailing
- small business
- technology issues for small business

Facilities (Space, Furniture, and Equipment)

- meeting spaces (including spaces for small meetings)
- space for a business or grants centers
- equipment to record podcasts and videocasts
- electrical outlets for personal computers

Technology (Hardware, Software, Networks, and Telecommunication)

- computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, flash drive, and so on)
- publication software and color printer
- video-conferencing capability
- high-speed color copiers
- blog or wiki software

Possible Measures**Number of Users**

- number of people attending programs or presentations on topics related to business or non-profit organizations and issues of interest to them
- number of people attending programs presented by library staff for businesses or non-profit groups

User Perceptions

- percent of people who indicate on a survey that they use the library for purposes related to a business and/or a non-profit organization
- percent of users surveyed who respond that:
 - The library's collection on materials related to business is very good or excellent.
 - The information assistance they receive from staff when looking for information or asking a reference question is very good or excellent.

User Outcomes

- number and percent of specified users who use library resources and services to start a new business
- number and percent of specified users who use library resources and services to solve a business- or work-related problem
- number and percent of specified users who use library resources and services to solve a problem in a non-profit organization

Units of Service Delivered

- circulation of materials in subject areas associated with business or non-profit organizations
- number of programs offered on the topics related to business or non-profit organizations
- number of presentations made by library staff to business and non-profit organizations
- number of hits on the library's business and non-profit support Web page
- number of hits on licensed databases purchased to support businesses and non-profit organizations
- number of podcasts recorded and the number of times each was downloaded
- number of questions answered by staff in the business or grant center

Celebrate Diversity

Cultural Awareness

Residents will have programs and services that promote appreciation and understanding of their personal heritage and the heritage of others in the community.

Suggested Target Audiences

- adults
- teens
- children

Typical Services and Programs in Libraries That Select This As a Priority

- Offer programs on the various aspects of the cultural heritage of community residents (art, cooking, customs, dance, drama, history, holidays, literature, music, religion, and so on).
- Work with local agencies and organizations to co-sponsor programs about their cultural heritage.
- Mount exhibits and displays that reflect the cultural heritage of the community residents.
- Develop and maintain a cultural diversity Web site.
- Convene meetings to provide an opportunity for people from different cultures to learn about one another.
- Host cultural fairs.

Potential Partners

- churches, mosques, and synagogues
- ethnic groups and organizations
- newspapers in languages other than English
- public and private schools
- social service agencies
- student exchange programs

Policy Implications

Bulletin Boards

- eligible organizations
- criteria for materials
- length of time materials will be posted

Distribution of Non-library Materials

- eligible organizations
- criteria for materials
- length of time materials will be distributed

Exhibits and Displays

- criteria for inclusion of items in library exhibits and displays

Library Publications

- languages in which library publications are printed

Meeting Rooms

- meeting room use by outside groups
- meeting room use after library hours
- meeting room fees

Programs in the Library

- co-sponsorship of programs

Special Events

- participation criteria

Staff Participation in Community Meetings and Events on Work Time

- approval process

Web Pages

- criteria for linking to community agencies or organizations

Critical Resources**Staff (Knowledge, Skills, and Abilities)**

- Staff are knowledgeable about the cultural heritage (customs, famous people, holidays, history, and so on) of racial and ethnic groups in the community.
- Staff are knowledgeable about the beliefs, traditions, and holidays of religious groups in the community.
- Staff are knowledgeable about the agencies and organizations that provide services to various ethnic, racial, and religious groups.
- Staff are knowledgeable about the ethnic, racial, and religious organizations in the community.
- Staff can establish partnerships with the ethnic, racial, and religious organizations in the community.
- Agencies and organizations that provide services to various ethnic, racial, and religious groups.
- Staff can establish partnerships with agencies and organizations that provide services to various ethnic, racial, and religious groups.
- Staff can plan and make presentations to community agencies and organizations.
- Staff can plan special events such as cultural fairs.
- Staff can plan and mount exhibits.
- Staff can record podcasts or digital videocasts and make them available to download.

Collection (Print, Media, and Electronic Resources)

- art
- biography
- cooking
- customs
- dance
- drama
- fiction
- history
- holidays
- music
- religion

Facilities (Space, Furniture, and Equipment)

- meeting space
- display shelving to merchandize selected portions of the collections
- exhibit and display space

Technology (Hardware, Software, Networks, and Telecommunication)

- computers configured to download licensed digital content to personal storage devices (PDA, MP3 player, flash drive, and so on)
- software to manage program registration and reminders

Possible Measures**Number of Users**

- number of people who indicate on a survey that they use the library to learn about their cultural heritage or the heritage of others
- number of people who attend cultural events or fairs hosted by the library

Perceptions of Users

- percent of users surveyed who respond that:
 The library's collection of materials related to cultural heritage and diversity is very good or excellent.
 The information assistance they receive when looking for information or asking about cultural heritage or diversity is very good or excellent.

User Outcomes

- number and percent of specified users who develop a deeper understanding of their own cultural heritage as a result of attending one or more library programs
- number and percent of specified users who develop an understanding of the cultural heritage of others as a result of attending one or more library programs
- number and percent of specified users who feel positive about living in a diverse community

Units of Service Delivered

- circulation of adult non-fiction in targeted subject areas
- number of programs and demonstrations presented
- number of exhibits presented

Connect to the Online World

Public Internet Access

Residents will have high-speed access to the digital world with no unnecessary restrictions or fees to ensure that everyone can take advantage of the ever-growing resources and services available through the Internet.

Suggested Target Audiences

- adults
- teens
- children

Typical Services and Programs in Libraries That Select This As a Priority

- provide public access computers and printers
- provide high speed access to the Internet
- provide wireless access to the Internet

Policy Implications

Customer Service

- level of assistance provided

Fees and Fines

- fees for printing

Internet Use

- filtering
- confidentiality
- time limits for use of public access computers
- library computer use to access e-mail, discussion groups, games, and so on
- downloading to personal storage devices from public access computers
- public access computer use by people without library cards
- wireless Internet access use by people without library cards

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about navigating the Internet.
- Staff are knowledgeable about portable storage devices and the library policies that pertain to their use on public access computers.
- Staff can instruct people on how to log on to a computer and the wireless network.
- Staff can keep Internet access and networks up and running.

Staff (Knowledge, Skills, and Abilities), continued

- Staff can help people to set up and access e-mail accounts.
- Front-line staff can do basic hardware troubleshooting.
- Front-line staff can operate, add paper, and clear jams in public printers.
- Computer staff can maintain hardware, software, and the network.
- Staff can make people feel comfortable while using the library technology.

Collection (Print, Media, and Electronic Resources)

- materials available for in-house use in the public computer area, including how to use:
 - Internet browsers
 - Web search engines
 - Adobe Acrobat, Media Player, and so on
 - software programs available on the library's public access computers

Facilities (Space, Furniture, and Equipment)

- electrical outlets that can be easily accessed for use with personal computers
- workstations that are large enough for people to work comfortably
- ergonomic workstations and chairs
- good wire management
- appropriate lighting

Technology (Hardware, Software, Networks, and Telecommunication)

- adequate number of public access computers that are configured for speed and graphics
- adequate number of printers
- computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, Flash drive, and so on)
- sufficient bandwidth to manage the Internet traffic
- current software and operating systems on all public access computers
- PC reservation system
- privacy screens on all public access computers
- wireless network

Possible Measures**Number of Users**

- number of people who use library-provided computers to access the Internet
- number of hits on library portal Web pages
- number of people who use the wireless connectivity provided by the library

Perceptions of Users

- percent of people who indicate on a survey that they use the library to access the Internet
- percent of users surveyed who respond that:
 - The assistance they received from staff when using the Internet was very good or excellent.
 - The library's Internet service was very good or excellent.

User Outcomes

- number and percent of specified users who increase their computer and technology skills
- number and percent of specified users who access e-mail for personal, school, or work purposes
- number and percent of specified users who use the Internet for personal, school, or work purposes

Units of Service Delivered

- percent of time the public access terminals are in use
- average wait time to use a public access Internet terminal

Create Young Readers

Early Literacy

Children from birth to age five will have programs and services designed to ensure that they will enter school ready to learn to read, write, and listen.

Suggested Target Audiences

- children from birth to five
- parents, caregivers, and service providers who work with children ages newborn to five

Typical Services and Programs in Libraries That Select This As a Priority

- Present regularly scheduled story programs divided by age of intended audience.
- Include interactive components, such as singing, puppets, and so on, in story programs.
- Present story programs in off-site locations, such as day care centers, parks, hospitals, and so on.
- Sponsor a Born to Read program.
- Participate in Dolly Parton's Imagination Library program (www.imaginationlibrary.com).
- Include a Read-to-Me component in the summer reading program, and other reading programs, with incentives for parents and caregivers and the children.
- Plan and present puppet shows.
- Develop theme packets that include books, tapes, toys, software, and games for parents and caregivers to use with their children.
- Provide books-to-go bags, each with a collection of related materials (concept books, bilingual reading kits, picture books about animals, and so on).
- Participate in blogs for new parents.
- Provide computers with appropriate programs for preschool children.
- Provide access to online e-books for preschool children.
- Provide classes, such as those outlined in Every Child Ready to Read @ your library®, on early literacy for parents and caregivers.
- Produce podcasts or videocasts on early literacy for parents and caregivers.

Potential Partners

- community colleges that offer courses for preschool providers
- day care providers
- Head Start operators
- hospitals
- new parent groups
- pediatricians
- social service agencies

Policy Implications

Circulation

- age at which someone can get a library card
- circulation limits by media type
- institutional cards

Community Presentations or Programs Offered at Non-library Locations

- classification of staff who can deliver presentations or programs
- volunteer use
- process that agency or organization must follow to request a presentation or program
- minimum or maximum number of anticipated attendees
- number of times a presentation or program will be given to the same group during a specified period of time

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about early childhood development.
- Staff are knowledgeable about early literacy.
- Staff are knowledgeable about materials for preschool children.
- Staff can design and deliver effective programs for preschool children.
- Staff can teach parents and caregivers the skills needed to support early literacy.
- Staff can develop or assist in the development of a Web site appropriate for preschool children.
- Staff can establish partnerships with parents, childcare providers, and others who serve children ages birth to five.
- Staff can record podcasts or digital videocasts and make them available to download.

Collection (Print, Media, and Electronic Resources)

- board books
- book/media kits
- books and media on early literacy for parents and caregivers
- concept books
- DVDs and CDs
- e-books for children
- educational software to encourage vocabulary development and motor skills
- I-Can-Read books
- picture books

Facilities (Space, Furniture, and Equipment)

- dedicated area for children ages newborn to five that is comfortable, safe, and appropriate for this age group as well as the adults with them
- dedicated space for family use
- space to provide preschool programs

Facilities (Space, Furniture, and Equipment), continued

- family restrooms
- family computer areas that support shared use of digital resources
- appropriate shelving for preschool materials
- child-friendly furniture and computer desks
- listening and viewing stations
- appropriate seating at computer workstations to encourage adults and young children to use computer programs together

Technology (Hardware, Software, Networks, and Telecommunication)

- child-friendly computers

Possible Measures**Number of Users**

- number and percent of preschoolers in the community who have a library card
- number of preschoolers attending programs in the library
- number of preschoolers attending programs at non-library locations
- number of preschool children participating in the Read-to-Me program
- number of parents and caregivers trained in early literacy techniques
- percent of people surveyed who indicate on a survey that they use the library on behalf of their preschool child or children

Perceptions of Users

- percent of parents and caregivers surveyed who respond that:
 - The library plays an important role in helping children to develop a love of books, reading, and learning.
 - The library plays an important role in helping children enter school ready to learn to read, write, and listen.
 - The library's services for preschools are very good or excellent.

User Outcomes

- number and percent of parents and caregivers who read to their children at least twice as often than they had before attending library training programs
- number and percent of parents and caregivers who bring their preschool children to the library at least twice as often as they had before attending library training programs
- number and percent of specified parents and caregivers who foster a love of reading in their children

Units of Service Delivered

- number of presentations made by library staff at preschools, daycare centers, and so on
- circulation of materials for preschool children (see Collection above)
- number of deposit collections circulated to preschools, daycare centers, hospitals, and so on
- number of preschool programs presented in the library

Discover Your Roots

Genealogy and Local History

Residents and visitors will have the resources they need to connect the past with the present through their family histories and to understand the history and traditions of the community.

Suggested Target Audiences

- seniors in the community
- seniors visiting the community
- adults interested in local history or genealogy
- students studying local history

Typical Services and Programs in Libraries That Select This As a Priority

- Provide access to online genealogical resources.
- Develop and maintain a Web site with links to sites of interest to genealogists and people interested in local history.
- Plan and present classes on how to do genealogical research.
- Provide one-on-one genealogical tutoring.
- Index local newspapers.
- Collect and make available local family histories and genealogical records.
- Record, collect, and make available oral histories from local residents.
- Digitize and index local photographs and documents.
- Collect all books written about the community.
- Collaborate with local organizations to mount rotating exhibits on the history and traditions of the community.
- Present programs about various aspects of the community (local architecture, neighborhoods, and so on).
- Store local records and artifacts in temperature- and humidity-controlled space.

Potential Partners

- archives (local and state)
- chamber of commerce
- clubs and organizations
- Daughters of American Revolution
- historical societies (local and state)
- newspaper(s)
- professional genealogists
- state library agency

Policy Implications

Fees and Fines

- fees for providing one-on-one genealogical tutoring or research

Information Services

- time limits on use of machines used to read, print, and copy all formats in which local history and genealogical information is supplied
- level of local history and genealogical reference assistance provided onsite
- level of local history and genealogical reference assistance provided via e-mail and phone
- interlibrary loan of local history and genealogical materials
- restrictions on access to items in the local history collection

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about print and electronic genealogical resources.
- Staff are knowledgeable about print and electronic local history resources.
- Staff are knowledgeable about basic archival and preservation practices.
- Staff are knowledgeable about digitization methods and techniques.
- Staff are knowledgeable about adult education and training design.
- Staff are knowledgeable about American studies, museum studies, or folklore.
- Staff can design effective training materials.
- Staff can teach people in class settings and provide one-on-one tutoring.
- Staff are skilled at doing genealogical research.
- Staff are skilled at collecting oral histories.
- Staff are skilled at organizing local records, photographs, and ephemeral materials.
- Staff are familiar with local school curriculum requirements related to local history.

Collection (Print, Media, and Electronic Resources)

- artifacts
- biographies of local people
- cemetery records
- census data
- local records
- family histories
- full run of local newspapers
- local history materials
- local maps, past and current
- military records
- old city directories and phone books
- online genealogical databases
- oral histories
- organizational records
- photographs
- research guides
- vernacular architecture

Facilities (Space, Furniture, and Equipment)

- equipment required to read, print, and copy all formats in which the information is supplied, including microfilm and microform
- shelving and storage appropriate for all formats in which the information is supplied
- exhibit and display space
- ample work space at tables and workstations
- ergonomic workstations and chairs
- exhibit and display furniture and equipment
- conveniently located copy machines
- electrical outlets for personal computers
- temperature and humidity controlled storage
- secure storage for irreplaceable items in collection

Technology (Hardware, Software, Networks, and Telecommunication)

- computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, flash drive, and so on)
- digital asset management software

Possible Measures**Number of Users**

- number of people attending genealogy and local history classes and programs
- number of people who receive one-on-one genealogical tutoring
- percent of people who indicate on a survey that they use the library for genealogy and local history information and services

Perceptions of Users

- percent of users surveyed who respond that:
 - The library's genealogy and local history is very good or excellent.
 - The information assistance they received from staff when looking for information or asking a reference question on local history or genealogy is very good or excellent.
 - The library programs increase their understanding and appreciation of community traditions

User Outcomes

- number and percent of specified users who learn to access genealogical databases
- number and percent of specified users who make progress creating a family history
- number and percent of specified users who find a "lost" relative

Units of Service Delivered

- in-house circulation of genealogy and local history materials
- number of genealogy or local history reference questions
- number of classes presented on how to do genealogical research
- number of rotating exhibits developed on history and traditions of the community
- number of genealogy and local history programs presented
- number of hits on the library's genealogy and local history Web site
- number of hits on genealogy and local history databases

Express Creativity

Create and Share Content

Residents will have the services and support they need to express themselves by creating original print, video, audio, or visual content in a real-world or online environment.

Suggested Target Audiences

- children
- teens
- adults

Typical Services and Programs in Libraries That Select This As a Priority

- Provide a multimedia production studio with the tools needed to create animated and live-action videos, record music and audio, and so on.
- Provide hands-on classes to teach people to use a variety of media production tools.
- Sponsor writers' workshops and publish the results.
- Present concerts, plays, and other performing arts.
- Provide access to blogging software for users to create their own blogs.
- Host one or more library blogs to encourage users to discuss library-related issues.
- Create one or more library wikis to encourage users to create library-related content.
- Publish an e-zine with user-created content.
- Support collaborative cataloging efforts to expand the descriptions of items.
- Allow users to attach reviews to title records in the library database (as with Amazon.com) or find some other way to make user-contributed book reviews easily accessible.
- Provide media production software programs for public use.

Potential Partners

- arts organizations
- community colleges, technical schools, vocational schools, and universities
- galleries
- humanities council
- museums
- newspapers
- performing arts centers
- public and private schools
- senior centers
- teen centers
- theater groups
- writers' workshops

Policy Implications

Exhibits and Displays

- criteria for inclusion of items in library exhibits and displays

Fees and Fines

- fees for media production equipment use

Intellectual Property Rights

- copyright
- fair use

Library Publications

- editorial policy for writers' workshop publications and e-zines

Meeting Rooms

- meeting room use by outside groups
- meeting room use for fee-based programs
- meeting room use after library hours
- meeting room fees
- sale of items during meetings

Use of Media Production Equipment

- age or other restrictions for use of media production equipment

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about all of the production equipment.
- Staff are knowledgeable about media production software.
- Staff are knowledgeable about training design and can design effective training materials.
- Staff are knowledgeable about copyright and fair use.
- Staff can teach groups in class settings and provide one-on-one tutoring.
- Staff can teach others to use the production equipment.
- Staff can mount exhibits and displays.
- Staff can create and maintain blogs and wikis.
- Staff can work with groups of children, teens, or adults to coordinate content development.

Collection (Print, Media, and Electronic Resources)

- how-to materials to support the production of content (computer animation, poetry writing, and so on)

Facilities (Space, Furniture, and Equipment)

- media production space
- media production equipment

Facilities (Space, Furniture, and Equipment), continued

- meeting space
- exhibit and display space
- music practice rooms
- performance space

Technology (Hardware, Software, Networks, and Telecommunication)

- Computers configured to support all types of media production
- Computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, flash drive, and so on)

Possible Measures**Number of Users**

- number of people attending a training session on technologies to create and share content
- number of people who use library provided equipment or technology to create content
- number of people who create and share content with other library users
- percent of people who indicate on a survey that they used the library to create and share content
- number of people who attend a performance at the library

Perceptions of Users

- percent of users surveyed who respond that:
 The library provided equipment or technology is very good or excellent.
 The information assistance they receive from staff when creating or sharing content is very good or excellent.

User Outcomes

- number and percent of specified users who use library resources and services to create new media
- number and percent of specified users who produce pieces for the library e-zine
- number and percent of specified users who contribute to wikis or blogs

Units of Service Delivered

- number of issues of e-zine published
- number of hands-on training programs presented
- number of production workshops presented
- number of performances offered

Get Facts Fast

Ready Reference

Residents will have someone to answer their questions on a wide array of topics of personal interest.

Suggested Target Audiences

- adults
- teens
- children

Typical Services and Programs in Libraries That Select This As a Priority

- Provide a dedicated telephone reference center to triage all reference calls.
- Provide 24/7, chat-based reference services.
- Provide answers to questions submitted by e-mail and text messaging.
- Develop and maintain a virtual reference library with links to online resources that provide quick answers to common questions.

Potential Partners

- other libraries

Policy Implications

Information Services

- limits on the type and quantity of reference services provided
- limits on subject areas in which questions will be answered
- classification of staff who can provide reference service

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about print and electronic reference resources.
- Staff are knowledgeable about search strategies for print and electronic resources.
- Staff can conduct effective reference interviews.
- Staff can find needed information quickly using print and electronic information resources.

Collection (Print, media, and electronic resources)

- almanacs
- consumer guides
- dictionaries
- directories
- encyclopedia
- etiquette
- price guides

Collection (Print, media, and electronic resources), continued

- quotations
- thesaurus
- trivia

Facilities (Space, Furniture, and Equipment)

- space for a telephone reference center
- tables for print reference resource users
- adequate telephone lines

Technology (Hardware, Software, Networks, and Telecommunication)

- telephone call queuing software
- chat software
- text messaging software

Possible Measures**Number of Users**

- number of people who indicate on a survey that they use the library to get fast facts

Perceptions of Users

- percent of users surveyed who respond that:
 - Ready reference service is provided in a timely manner.
 - The information assistance they receive from staff is very good or excellent.

User Outcomes

- number and percent of specified users who use the information obtained for a specified personal, school, or work purpose

Units of Service Delivered

- number of ready reference questions answered onsite
- number of e-mail reference questions answered
- number of text message reference questions answered
- number of questions answered by the 24/7 chat reference provider
- number of hits on the library's fast facts Web page.

Know Your Community

Community Resources and Services

Residents will have a central source for information about the wide variety of programs, services, and activities provided by community agencies and organizations.

Suggested Target Audiences

- seniors
- adults
- teens
- new residents

Typical Services and Programs in Libraries That Select This As a Priority

- Maintain an online community calendar.
- Maintain a community events bulletin board and distribute publications from community organizations.
- Develop and maintain a searchable community information database.
- Develop and maintain a Web page with links to agencies and organization.
- Host and maintain Web pages for local organizations and agencies.
- Support e-government use.
- Host a community information blog.
- Serve as the local 2-1-1 provider.
- Make presentations in the community about the library community information services.
- Participate on community task forces and committees involved in human services planning for the community.
- Participate in local blogs.
- Maintain a wish list of items needed by not-for-profit agencies for their clients or their offices.
- Maintain a wish list of volunteers needed by not-for-profit agencies for their clients or their offices.
- Develop and maintain an information packet for new community residents.

Potential Partners

- city or county departments
- chamber of commerce
- clubs and organizations
- Newcomers Association
- not-for-profit agencies
- Red Cross
- social service agencies
- service organizations (Rotary, Kiwanis, Lions, and so on)
- United Way

Policy Implications

Bulletin Boards

- eligible organizations
- criteria for materials
- length of time materials will be posted

Community Presentations or Programs Offered at Non-library Locations

- classification of staff who can deliver presentations or programs
- volunteer use
- process that agency or organization must follow to request a presentation or program
- minimum or maximum number of anticipated attendees
- number of times a presentation or program will be given to the same group during a specified period of time

Distribution of Non-library Materials

- eligible organizations
- criteria for materials
- length of time materials will be distributed

Staff Participation In Community Meetings and Events on Work Time

- approval process

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about community agencies and organizations.
- Staff can establish and maintain a searchable community information database.
- Staff can make presentations in the community.
- Staff can develop and maintain relationships with representatives of community agencies and organizations.
- Staff can help users to identify the community agencies and organizations that can address the user's needs.

Collection (Print, Media, and Electronic Resources)

- community information database
- handbooks, guides, brochures, and pamphlets from local agencies and organizations

Facilities (Space, Furniture, and Equipment)

- community events bulletin board in easily accessible site
- information rack for free materials made available for distribution by local agencies and organizations

Technology (Hardware, Software, Networks, and Telecommunication)

- database or content management software

Possible Measures**Number of Users**

- percent of people who indicate on a survey that they use the library to obtain information about the programs, services, and activities provided by community agencies and organizations

Perceptions of Users

- percent of users surveyed who respond that:
 - The information provided by the library about community resources and services is very good or excellent.
 - The information assistance they receive from staff is very good or excellent.

User Outcomes

- number and percent of specified users who contact an organization or agency they learned about at the library for assistance
- number and percent of specified users who use the services of a community organization or agency new to them

Units of Service Delivered

- number of reference questions answered about the programs, services, and activities provided by community agencies and organizations
- number of hits on the library's community resources and services Web site
- number of presentations made by library staff describing community information services
- number of information packets distributed to new residents

Learn to Read and Write

Adult, Teen, and Family Literacy

Adults and teens will have the support they need to improve their literacy skills in order to meet their personal goals and fulfill their responsibilities as parents, citizens, and workers.

Suggested Target Audiences

- adults
- teens

Typical Services and Programs in Libraries That Select This As a Priority

- Provide self-guided programs that use books and media to help adults and teens reach their personal literacy goals.
- Provide self-guided programs that use books and media to help adults and teens with limited English skills become proficient in English.
- Provide private space for tutors to work one-on-one with literacy students.
- Recruit, train, and schedule tutors to work one-on-one with literacy students.
- Provide literacy classes.
- Provide small-group literacy training.
- Provide free children's books to parents enrolled in adult or family literacy classes.
- Provide programs to tutor learners preparing to take the GED test.
- Establish a literacy helpline and provide referral services for persons looking for literacy services.
- Provide deposit collections of materials for new readers to organizations that tutor literacy students.
- Collaborate with all organizations that provide literacy services in the community or county to promote and publicize literacy services.

Potential Partners

- adult education department of the school district
- churches, mosques, and synagogues
- community colleges
- literacy council
- Literacy Volunteers of America
- private literacy providers
- United Way

Policy Implications

Community Presentations or Programs Offered at Non-library Locations

- classification of staff who can deliver presentations or programs
- volunteer use
- process that agency or organization must follow to request a presentation or program
- minimum or maximum number of anticipated attendees
- number of times a presentation or program will be given to the same group during a specified period of time

Gifts and Donations

- restrictions on donations of cash, equipment, materials, and so on

Information Services

- time limits on use of literacy computers

Meeting Room

- scheduling events that occur frequently on a regular basis
- fees for meeting room use

Programs in the Library

- co-sponsorship of programs and services

Volunteers

- screening procedures
- qualifications for literacy volunteers

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about adult, teen, and family literacy issues.
- Staff are knowledgeable about unique needs of literacy students.
- Staff are knowledgeable about adult education and training design.
- Staff are trained literacy providers.
- Staff can establish partnerships with literacy providers.
- Staff can recruit and train literacy tutors.
- Staff can teach in one-on-one and classroom environments.

Collection (Print, Media, and Electronic Resources)

- basic life skills
- GED preparation guides
- high interest/low vocabulary materials for teens
- materials for new adult readers
- parenting skills
- reading and writing skills enhancement

Facilities (Space, Furniture, and Equipment)

- small study rooms for tutoring

Technology (Hardware, Software, Networks, and Telecommunication)

- computer assisted instructional self-guided literacy tutorials
- dedicated literacy computers with sound cards and audio headsets

Possible Measures**Number of Users**

- number of people who attend tutoring sessions
- number of people enrolled in a literacy class
- number of people who use computer-based literacy programs
- number of people who indicate on a survey that they use the library to improve their literacy skills

Perceptions of Users

- percent of users surveyed who respond that:
 The library literacy programs are very good or excellent.
 They have been assigned a tutor or placed in a class in a timely manner.

User Outcomes

- number and percent of specified literacy students who improve their reading level by at least one step
- number and percent of specified literacy students who take the GED preparation test and pass the GED test
- number and percent of specified literacy students who met a personal literacy goal
- number and percent of specified literacy students who read to their children a specific amount of time or frequency
- number and percent of specified literacy students who get a new job or a job promotion

Units of Service Delivered

- number of volunteer literacy tutors
- number of literacy volunteer hours
- number of tutoring sessions held
- number of deposit collections distributed
- circulation of literacy-related or adult basic education materials
- turnover rate of literacy-related or adult basic education materials

Make Career Choices

Job and Career Development

Adults and teens will have the skills and resources they need to identify career opportunities that suit their individual strengths and interests.

Suggested Target Audiences

- adults who need a job or want to change jobs
- teens who are making college or vocational school choices
- teens who are making career decisions

Typical Services and Programs in Libraries That Select This As a Priority

- Provide a job and career center to offer one-stop shopping for job hunters.
- Develop and maintain a job and career Web page that includes links to listings of available jobs, training centers, and local employer information.
- Provide a mobile job and career center to help job seekers locate employment by providing onsite assistance in housing projects, parks, schools, and so on.
- Provide one-on-one assistance to help job seekers develop résumés, conduct job searches, and prepare for interviews.
- Present regularly scheduled programs on topics of interest to job seekers, including information about local employers, job search skills, and so on.
- Provide regularly scheduled programs designed to help people use the Internet to find jobs.
- Provide self-guided programs to help students prepare to take the SAT or ACT test.
- Host a job fair.
- Host a college fair.
- Co-sponsor programs to tutor learners preparing to take the SAT or ACT test.
- Co-sponsor programs and services with local employment organizations.
- Co-sponsor programs with high school counselors to help students understand their career choices.

Potential Partners

- Chamber of Commerce
- community colleges, technical schools, vocational schools, and universities
- high school guidance counselors
- service organizations (Rotary, Kiwanis, Lions, and so on)
- teen centers

Policy Implications

Web Page

- criteria for jobs to be listed on job and career Web page

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about print and electronic sources of information about jobs and career development.
- Staff are knowledgeable about print and electronic career resources pertaining to career counseling and assessment testing.
- Staff can assist people one-on-one to develop résumés, conduct job searches, and prepare for interviews.
- Staff can plan and present programs on a variety of job and career topics.
- Staff can work with community agencies to plan and present collaborative programs on job and career options.

Collection (Print, Media, and Electronic Resources)

- Armed Forces study guide
- careers
- Civil Service study guide
- college guides
- financial aid for college or vocational schools
- interviewing
- job hunting
- occupational outlook information
- résumés
- SAT test and ACT test study guides
- vocational study guides

Facilities (Space, Furniture, and Equipment)

- dedicated space for a job and career center
- private spaces for volunteers to meet with job seekers
- meeting space for programs

Technology (Hardware, Software, Networks, and Telecommunication)

- computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, flash drive, and so on)
- résumé writing software
- office software
- computers configured to support uploading résumés and applications to Web job sites

Possible Measures

Number of Users

- number of people who attend a job or career development program
- number of people who indicate on a survey that they use the library for job or career development reasons
- number of people who use the mobile job and career center

Perceptions of Users

- percent of users surveyed who respond that:
 - The library's collection of job and career development is very good or excellent.
 - The information assistance they receive when looking for information or asking a job or career development question is very good or excellent.
 - The information assistance they receive when looking for information about college or vocational schools is very good or excellent.

User Outcomes

- number and percent of specified users people who find a new job after using the library's resources and services
- number and percent of specified users who use the library's resources and services to develop career-related skills
- number and percent of specified users who get a promotion after using the library's resources and services
- number and percent of specified users who pass a job-related exam

Units of Service Delivered

- circulation of job and career development materials
- number of job and career development reference questions answered
- number of job or career development programs presented
- number of hits on the library's job and career development Web page

Make Informed Decisions

Health, Wealth, and Other Life Choices

Residents will have the resources they need to identify and analyze risks, benefits, and alternatives before making decisions that affect their lives.

Suggested Target Audiences

- seniors
- adults
- teens

Typical Services and Programs in Libraries That Select This As a Priority

- Develop and maintain Web pages that provide information to help make life decisions.
- Create electronic pathfinders or wikis to help users find resources to help make informed life decisions.
- Create displays of information resources that could be used to make life decisions.
- Present a series of programs on topics of interest to people making life decisions.
- Make presentations to community organizations about library resources that help people make informed decisions.
- Create or provide access to electronic programs that help users to assess risks, benefits, and alternatives when making life decisions.

Potential Partners

- AARP
- county extension service
- financial planners
- fitness centers
- health department
- hospitals
- parks and recreation department
- senior centers
- service organizations (Rotary, Kiwanis, Lions, etc.)
- social service agencies
- teen centers
- YMCA/YWCA

Policy Implications

Community Presentations or Programs Offered at Non-library Locations

- classification of staff who can deliver presentations or programs
- volunteer use
- process that agency or organization must follow to request a presentation or program
- minimum or maximum number of anticipated attendees
- number of times a presentation or program will be given to the same group during a specified period of time

Meeting Rooms

- meeting room use by outside groups
- meeting room use for product or service-based programs
- meeting room use after library hours
- selling items in library meeting rooms
- meeting room fees

Programs in the Library

- co-sponsorship of programs

Web Page

- criteria for linking to products and services

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff is knowledgeable about print and electronic resources.
- Staff can create electronic pathfinders or wikis.
- Staff can plan and present programs on a variety of life-choice topics.
- Staff can plan and make presentations to community groups.
- Staff can plan and mount exhibits.

Collection (Print, Media, and Electronic Resources)

- diets
- diseases
- drug and alcohol treatment
- exercise
- health and fitness
- health care issues
- insurance
- investing
- marriage and divorce guides
- mental health issues
- money management
- personal finance

Collection (Print, Media, and Electronic Resources), continued

- pregnancy and childcare
- retirement
- retirement planning
- sexuality

Facilities (Space, Furniture, and Equipment)

- meeting space
- display shelving to merchandize selected portions of the collections

Technology (Hardware, Software, Networks, and Telecommunication)

- computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, flash drive, and so on)
- software to manage program registration and reminders

Possible Measures**Number of Users**

- number of people who attend a library program on a life choice topic
- percent of people who indicate on a survey that they use the library to help them make an informed decision

Perceptions of Users

- percent of users surveyed who respond that:
 - The library's collection of materials related to health, wealth, and other life choices is very good or excellent.
 - The information assistance they receive when looking for information or asking about a life choice issue is very good or excellent

User Outcomes

- number and percent of specified users who make an informed retirement decision
- number and percent of specified users who make an informed investment decision
- number and percent of specified users who make an informed healthcare decision

Units of Service Delivered

- circulation of health-related materials
- circulation of wealth-related materials
- circulation of materials on designated life choice topics
- number of life choice programs presented
- number of hits on the library's "Make Informed Choices" Web page

Satisfy Curiosity

Lifelong Learning

Residents will have the resources they need to explore topics of personal interest and continue to learn throughout their lives.

Suggested Target Audiences

- seniors
- adults
- teens
- children

Typical Services and Programs in Libraries That Select This As a Priority

- Provide programs on a variety of topics of interest to various age groups in the community (cooking, quilting, Civil War, travel, animation, dinosaurs, and so on).
- Work with local organizations to co-sponsor demonstrations on topics of interest to various age groups.
- Display items created by local residents or items from personal collections.
- Mount rotating exhibits from museums and organizations, such as local museums, National Endowment for the Humanities, Library of Congress, and National Aeronautics and Space Administration, and so on.
- Provide access to adult education courses through distance learning or video-on-demand.
- Develop and maintain a "Satisfy Your Curiosity" Web page with links to topics of interest to various age groups in the community.
- Sponsor Let's Talk about It programs.
- Collaborate with the local Humanities council to present programs.
- Create and support wikis or blogs in areas of special interest to local residents.
- Develop electronic pathfinders to help people find information on topics of interest to them.

Potential Partners

- clubs and organizations
- community colleges and universities
- county extension service
- humanities council
- Library of Congress
- museums
- National Aeronautics and Space Administration
- National Endowment for the Humanities
- parks and recreation department
- senior centers
- teen centers

Policy Implications

Circulation

- circulation limits by subject

Exhibits and Displays

- criteria for inclusion of items in library displays

Gifts and Donations

- restrictions on donations of cash, equipment, materials, and so on

Programs in the Library

- co-sponsorship of programs

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff is knowledgeable about print and electronic resources.
- Staff can create electronic pathfinders.
- Staff can plan and present programs on a variety of lifelong learning topics.
- Staff can plan and make presentations to community groups.
- Staff can manage a blog and wikis.
- Staff can plan and mount exhibits.

Collection (Print, Media, and Electronic Resources)

- antiques and collectibles
- architecture
- art
- biography and autobiography
- computers
- cooking
- crafts and hobbies
- games
- gardening
- history
- house and home
- music
- nature
- performing arts
- pets
- philosophy
- photography
- psychology
- religion
- science

Collection (Print, Media, and Electronic Resources), continued

- self-help
- social science
- sports and recreation
- technology
- transportation
- true crime

Facilities (Space, Furniture, and Equipment)

- small-group meeting rooms
- display shelving to merchandize selected portions of the collections
- secure display space for rotating collections
- comfortable seating

Technology (Hardware, Software, Networks, and Telecommunication)

- computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, flash drive, and so on)
- blog and wiki software
- software to manage program registration and reminders

Possible Measures**Number of Users**

- number of people who indicate on a survey that they use the library for lifelong learning

Perceptions of Users

- percent of users surveyed who respond that:
 The library's collection of materials for lifelong interest purposes is very good or excellent.
 The information assistance they receive when looking for information or asking about a topic of personal interest is very good or excellent.

User Outcomes

- number and percent of specified users who learn a new skill as a result of attending one or more library programs
- number and percent of specified users who meet a personal learning goal
- number and percent of specified users who learned about a topic of personal interest

Units of Service Delivered

- circulation of adult non-fiction
- circulation of adult non-fiction in targeted subject areas
- number of programs and demonstrations presented
- number of exhibits presented

Stimulate Imagination

Reading, Viewing, and Listening For Pleasure

Residents who want materials to enhance their leisure time will find what they want when and where they want them and will have the help they need to make choices from among the options.

Suggested Target Audiences

- adults
- teens
- children

Typical Services and Programs in Libraries That Select This As a Priority

- Provide readers' advisory services to assist users to locate materials of interest.
- Display new materials in a prominent location.
- Allow users to place holds on materials online.
- Mail items on hold to users when they become available.
- Provide an online reading club.
- Provide listening and viewing stations to allow users to preview materials.
- Present a summer reading program for children.
- Present a teen reading program in the summer.
- Present several adult reading programs throughout the year.
- Coordinate a One Book, One City program.
- Ensure that users receive reserved items within thirty days of placing the hold.
- Host gaming tournaments.
- Develop and maintain a readers' advisory Web site.
- Make user-contributed book reviews easily accessible.
- Provide downloadable books, music, and videos for circulation.
- Present programs on new books and particular genres and sponsor author visits.

Potential Partners

- authors (local, regional, state, and national)
- book clubs
- book stores
- comic book and gaming stores
- gaming groups
- music stores
- newspaper book and media reviewers
- senior centers
- teen centers
- theaters

Policy Implications

Circulation

- circulation limits by subject
- circulation limits by format
- loan periods by format

Gifts and Donations

- restrictions on donations of cash, equipment, materials, and so on.

Information Service

- time limits on use of listening and viewing stations

Programs in the Library

- co-sponsorship of programs

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff is knowledgeable about classic and current fiction.
- Staff is knowledgeable about genre fiction.
- Staff is knowledgeable about classic and current music.
- Staff is knowledgeable about classic and current films.
- Staff is knowledgeable about games and graphic novels.
- Staff can provide reader, viewer, or listener advisory services to users looking for recommendations.
- Staff can plan and present programs.

Collection (Print, Media, and Electronic)

- action and adventure films
- animated films
- best sellers, new books, and new media
- Christian fiction
- classic books, films, and music
- comedy films
- country and bluegrass music
- drama
- fantasy books and films
- foreign films
- games (electronic)
- general fiction
- graphic novels
- hip-hop music
- historical fiction
- horror fictions and films

Collection (Print, Media, and Electronic), continued

- jazz music
- latin music
- metal music
- musical films
- mystery
- New Age music
- poetry
- pop music
- religious music
- reggae music
- rock music
- romance books and films
- rhythm-and-blues music
- science fiction films
- short stories
- sound tracks
- street and urban literature
- suspense and thriller books and films
- Western books and films

Facilities (Space, Furniture, and Equipment)

- meeting space
- display shelving to merchandize selected portions of the collections
- space to display new books and media
- appropriate shelving for media
- ergonomic workstations and seating
- listening and viewing stations
- identifiable readers' advisory services station or roving personnel

Technology (Hardware, Software, Networks, and Telecommunication)

- computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, flash drive, and so on)

Possible Measures**Number of Users**

- Number of people who indicate on a survey that they use the library to find something to read, view, or listen to for pleasure

Perceptions of Users

- Percent of users surveyed who respond that:
 - They find something to read, view, or listen to for pleasure.
 - The collection of materials to enhance their leisure time is very good or excellent.
 - Staff assistance they receive when requesting help to locate an item to read, view or listen to for pleasure is very good or excellent.
 - The items they place on reserve are available in a timely manner.

User Outcomes

- number and percent of specified users who increased their enjoyment of reading
- number and percent of specified users who discussed a book with a stranger, person of a different ethnicity, or person of a different age for the first time
- number and percent of specified users who read and enjoyed a book by a new author or on a new topic for the first time
- number and percent of specified users who experience an alternative world

Units of Service Delivered

- circulation of:
 - new books
 - CDs
 - DVDs
- turnover of items in the new book collection
- average number of days between placing an item on reserve and notification that the item is available for pick-up

Succeed in School

Homework Help

Students will have the resources they need to succeed in school.

Suggested Target Audiences

- elementary school students
- middle school students
- high school students
- homeschool students
- parents and caregivers of students

Typical Services and Programs in Libraries That Select This As a Priority

- Provide staff or volunteers to assist students with their homework.
- Develop and maintain a homework help Web page.
- Provide homework assistance using text messaging.
- Subscribe to an online interactive homework help service.
- Provide study rooms for students.
- Provide classroom collections for teachers.
- Coordinate with school media center specialists to identify materials that support the school curriculum.
- Coordinate with school media center specialists to set up a school assignment alert program.
- Provide access to courses for students through distance learning or video-on-demand.
- Make presentations about the library in the local schools.
- Provide tours of the library to classes of students.
- Develop and maintain a Web page that provides links to homeschooling resources for homeschooled students and their parents.
- Provide circulating collections of materials selected to support homeschooling curricula.
- Provide orientation programs for homeschooled students and their parents.

Potential Partners

- board of education
- homeschool organizations
- Library of Congress
- National Education Association and local chapters
- parent-teacher organizations
- public and private school media center specialists, teachers, and administrators
- student councils
- teen centers

Policy Implications

Circulation

- circulation limits by subject

Community Presentations or Programs Offered at Non-library Locations

- classification of staff who can deliver presentations or programs
- volunteer use
- process that agency or organization must follow to request a presentation or program
- minimum or maximum number of anticipated attendees
- number of times a presentation or program will be given to the same group during a specified period of time

Information Services

- level of homework help provided
- rules for students working in groups

Volunteers

- screening procedures
- qualifications for volunteers who provide homework assistance

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff are knowledgeable about the curricula in local schools.
- Staff are knowledgeable about how children and teens learn.
- Staff are knowledgeable about homework help resources.
- Staff are knowledgeable about search strategies for print and electronic homework help resources.
- Staff can find needed information quickly using print and electronic information resources.
- Staff can teach in one-on-one and classroom environments.
- Staff can develop and maintain relationships with representatives from the public, private, and parochial schools served by the library.
- Staff can conduct effective reference interviews.
- Staff can recruit and train homework help volunteers.
- Staff can establish and maintain homework help and homeschooling Web pages.

Collection (Print, Media, and Electronic Resources)

- materials that support the curricula of the local schools
- online homework help databases
- text books used in local schools

Facilities (Space, Furniture, and Equipment)

- space for homework center
- study rooms or other space for students to work
- workstations that are large enough to allow several students to work together
- ergonomic workstations and chairs

Technology (Hardware, Software, Networks, and Telecommunication)

- computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, flash drive, etc.)
- computers that support the upload of electronic files for assignments
- publication software for homework projects
- color printers for homework projects

Possible Measures**Number of Users**

- number of students who participate in a library-sponsored homework help program
- number of people who indicate on a survey that they use the library to help them with their homework

Perceptions of Users

- percent of students surveyed who respond that:
 - They use the library for homework help.
 - The library's homework help services and materials meet their needs.
 - The training session offered or co-sponsored by the library is very good or excellent.
- percent of parents of school age children surveyed who respond that the library's homework help services and materials meet the needs of their children

User Outcomes

- number and percent of specified students who improve their reading skills
- number and percent of specified students who improve their writing skills
- number and percent of specified students who improve their math skills
- number and percent of specified students who improve their grades
- number and percent of specified students who increase their enjoyment of learning
- number and percent of specified students who complete their year/ graduate from school
- number and percent of specified students who achieve a personal goal associated with success in school

Units of Service Delivered

- circulation of juvenile nonfiction
- number of times the library's homework help Web site was accessed
- number of online tutoring sessions held
- number of presentations made in schools to describe and promote the library's homework help services

Understand How to Find, Evaluate, and Use Information

Information Fluency

Residents will know when they need information to resolve an issue or answer a question and will have the skills to search for, locate, evaluate, and effectively use information to meet their needs.

Suggested Target Audiences

- seniors
- adults
- teens
- children

Typical Services and Programs in Libraries That Select This As a Priority

- Provide basic, intermediate, and advanced classes on how to use the Internet and proprietary databases.
- Offer classes on new technologies and Web trends as they happen.
- Sponsor or co-sponsor hands-on classes on various software applications (Word, Access, and so on).
- Present a regular series of short programs that focus on using both print and electronic resources to find information on a variety of topics.
- Create online tutorials to help users navigate library technology and the Web.
- Partner with local middle and high schools to provide programs to ensure that teens know how to find, evaluate, and use information.
- Partner with local senior centers to provide programs to ensure that seniors know how to find, evaluate, and use information.
- Take advantage of teaching moments when helping users to find information.

Potential Partners

- community colleges, technical schools, vocational schools, and universities
- computer clubs
- public and private schools
- senior centers
- teen centers

Policy Implications

Fees and Fines

- fees for training

Intellectual Property Rights

- copyright
- fair use

Programs in the Library

- co-sponsorship of programs

Critical Resources**Staff (Knowledge, Skills, and Abilities)**

- Staff are knowledgeable about technology trends and new products.
- Staff are knowledgeable about the software applications they are expected to teach.
- Staff are knowledgeable about adult education and training design.
- Staff are knowledgeable about copyright and fair use.
- Staff can find and evaluate information.
- Staff can design effective training materials.
- Staff can teach people in class settings and provide one-on-one training.

Collection (Print, Media, and Electronic Resources)

- circulating software manuals
- online tutorials

Facilities (Space, Furniture, and Equipment)

- computer lab
- mobile computer lab
- data projector

Technology (Hardware, Software, Networks, and Telecommunication)

- portable wireless computer lab
- wireless network
- multiple computers dedicated to training
- variety of software applications for training and subsequent use

Possible Measures**Number of Users**

- number of people who attend an information literacy class
- number of people who receive one-on-one information literacy assistance
- number of people who access computer-based training modules
- number of people who indicate on a survey that they use the library to learn how to find, evaluate, and use information

Perceptions of Users

- percent of users surveyed who respond that:
 - The training session sponsored or co-sponsored by the library is very good or excellent.
 - The assistance they receive from staff is very good or excellent.

User Outcomes

- number and percent of specified users who know how to learn to find information in the library catalog, reference books, online databases, or the Internet
- number and percent of specified users who learn to use a computer to meet their personal needs
- number and percent of specified users who know how to learn to use software applications such as word processing or a spreadsheet
- number and percent of specified users who create and manage an e-mail account
- number and percent of specified users who create and maintain a Web site
- number and percent of specified students who use library resources to write a research paper
- number and percent of specified users who know how to evaluate information found on a Web site

Units of Service Delivered

- number of information literacy classes offered
- number of computer training classes offered
- number of programs co-sponsored with middle and high schools
- number of programs co-sponsored with senior centers

Visit a Comfortable Place

Physical and Virtual Spaces

Residents will have safe and welcoming physical places to meet and interact with others or to sit quietly and read and will have open and accessible virtual spaces that support networking.

Suggested Target Audiences

- adults
- teens
- children
- local organizations and clubs

Typical Services and Programs in Libraries That Select This As a Priority

- Provide meeting rooms for public use.
- Provide comfortable seating throughout the library.
- Provide a café for the public.
- Provide a gallery or exhibit space.
- Provide performance space.
- Provide a wide range of electronic gaming opportunities
- Develop and maintain a library events Web page.
- Provide a variety of blogs, wikis, and other opportunities for social networking.

Potential Partners

- city or county departments
- clubs and organizations

Policy Implications

Customer Behavior

- expectations for customer behavior
- food and drink in the library
- process to address inappropriate behavior

Exhibits and Displays

- criteria for inclusion of items in library exhibits and displays

Intellectual Property Rights

- copyright
- fair use

Internet Use

- filtering
- confidentiality
- time limits for public access computer use
- use of library computers to play games
- age restrictions on the use of public access computers for gaming or social networking
- downloading to and uploading from personal storage devices on public access computers
- use of public access computers by people without library cards
- use of wireless Internet access by people without library cards

Meeting Rooms

- meeting room use by outside groups
- meeting room use after library hours
- meeting room fees

Programs in the Library

- co-sponsorship of programs

Social Networking

- types of social networking environments that are supported
- criteria for participation in social networks (age, library card holder, and so on)
- editorial control of social networks

Critical Resources**Staff (Knowledge, Skills, and Abilities)**

- Staff are knowledgeable about a variety of electronic games.
- Staff are knowledgeable about copyright and fair use.
- Staff can create and maintain a warm, comfortable, and inviting environment in the all of the public areas of the library's building or buildings.
- Staff can create easy-to-use library Web pages that provide rich user experiences.
- Staff can mount exhibits and displays.
- Staff can manage galleries, performance spaces, and meeting rooms.
- Staff can create and maintain wikis and blogs.

Collection (Print, Media, and Electronic Resources)

- Games (electronic)

Facilities (Space, Furniture, and Equipment)

- meeting rooms of various sizes
- space for people to collaborate on projects
- comfortable seating in busy and quiet areas
- ergonomic workstations and chairs
- accessible electrical outlets for personal computers

Facilities (Space, Furniture, and Equipment), continued

- good wire management
- café
- gallery space
- exhibit space
- performance space

Technology (Hardware, Software, Networks, and Telecommunication)

- adequate number of public access computers that are configured for speed and graphics
- sufficient bandwidth to manage the Internet traffic
- wireless network
- software to manage reservations for meeting rooms, galleries, and performance spaces

Possible Measures**Number of Users**

- number of people who have library cards
- number of people who attend programs in the library
- number of people who attend exhibits in the library
- number of community organizations that hold meetings or events in the library
- number of people participating in library-sponsored blogs or wikis
- library door-count

Perceptions of Users

- percent of people who indicate on a survey that they used the library as a comfortable public or virtual space
- percent of organizations surveyed who indicate that:
The library meeting rooms and other public spaces meet their needs
- percent of people surveyed who indicate that:
The library is a safe place to visit.
The library is a welcoming, attractive, and comfortable place to visit.
The library Web site is easy or very easy to use.

User Outcomes

- number and percent of specified users who broaden their social network
- number and percent of specified users who expand their worldview through cross-cultural experiences
- number and percent of specified users who increase their sense of community

Units of Service Delivered

- number of public service hours per week
- number of library visits or library attendance
- library visits per capita
- number of shows mounted in the gallery

Welcome to the United States

Services for New Immigrants

New immigrants will have information on citizenship, English Language Learning (ELL), employment, public schooling, health and safety, available social services, and any other topics they need to participate successfully in American life.

Suggested Target Audiences

- new immigrants
- refugees

Typical Services and Programs in Libraries that Select This As a Priority

- Develop a comprehensive Web site with links to a wide variety of resources for new immigrants.
- Present citizenship classes.
- Distribute materials developed by community organizations for new immigrants.
- Make presentations to groups of new immigrants in off-site locations.
- Provide self-guided programs that use books and media to help adults and teens with limited English skills become proficient in English.
- Provide private space for tutors to work one-on-one with English Language Learning (ELL) literacy students.
- Provide ELL literacy classes.
- Establish a literacy helpline and provide referral services for persons looking for ELL literacy services.
- Provide programs to tutor learners preparing to take the GED test.
- Host ELL conversational meetings to help learners practice speaking English.
- Provide deposit collections of materials for new readers to organizations that tutor ELL students.
- Collaborate with all organizations that provide ELL services in your community or county to promote and publicize literacy services.

Potential Partners

- churches, mosques, and synagogues
- ethnic groups and organizations
- ethnic grocery stores and restaurants
- immigration and naturalization service
- literacy council
- Literacy Volunteers of America
- newspapers in languages other than English
- public and private schools
- social service agencies
- student exchange programs

Policy Implications

Bulletin Boards

- eligible organizations
- criteria for materials
- length of time materials will be posted

Community Presentations or Programs offered at non-library locations

- classification of staff who can deliver presentations or programs
- volunteer use
- process that agency or organization must follow to request a presentation or program
- minimum or maximum number of anticipated attendees
- number of times a presentation or program will be given to the same group during a specified period of time

Distribution of Non-library Materials

- eligible organizations
- criteria for materials
- length of time materials will be distributed

Library Publications

- languages in which library publications are printed

Meeting Rooms

- meeting room use by outside groups
- meeting room use after library hours
- meeting room fees

Programs in the Library

- co-sponsorship of programs

Web Pages

- languages in which Web pages are produced
- criteria for linking to services

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff speak the languages of immigrant groups.
- Staff are knowledgeable about the unique needs of new immigrants.
- Staff are knowledgeable about the culture from which the new immigrants come.
- Staff are knowledgeable about the agencies and organizations that provide services to new immigrants.
- Staff can establish partnerships with agencies and organizations that provide services to new immigrants.

Staff (Knowledge, Skills, and Abilities), continued

- Staff can help new immigrants determine what services they need from community agencies and organizations.
- Staff can make presentations to groups of new immigrants.

Collection (Print, Media, and Electronic Resources)

- citizenship
- ELL materials
- handbooks, guides, brochures, and pamphlets from local agencies and organizations that serve new immigrants
- Test of English as a Foreign Language (TOEFL) preparation materials

Facilities (Space, Furniture, and Equipment)

- meeting rooms
- study rooms
- multilingual signage
- information rack for free materials made available for distribution by agencies and organizations serving new immigrants

Technology (Hardware, Software, Networks, and Telecommunication)

- unicode-compliant integrated library system capable of displaying multiple languages simultaneously
- computer-assisted self-guided ELL tutorials
- dedicated ELL computers with sound cards and headsets

Possible Measures**Number of Users**

- number of people who indicate on a survey that they use the library to help them gain information or skills that help them adapt to life in the United States
- number of people who attend ELL classes
- number of people who attend citizenship classes

Perceptions of Users

- percent of new immigrants surveyed in their native language that indicate:
 - They are able to find the information and services they need.
 - The staff assistance they receive is very good or excellent.
 - The information on the library's Web site is useful or very useful to them.

User Outcomes

- number and percent of specified new immigrants who increase their skill and self-confidence in conversing in English
- number and percent of specified new immigrants who become citizens
- number and percent of specified new immigrants who improve their English-reading level by at least one step
- number and percent of new immigrants who take the GED preparation test and pass the GED test
- number and percent of new immigrants who meet a personal literacy goal
- number and percent of new immigrants who read to their children a specific amount of time or frequency
- number and percent of new immigrants who get a job or a job promotion

Units of Service Delivered

- number of ELL classes offered
- number of citizenship classes offered
- number of ELL volunteer tutor hours
- number of ELL volunteer tutors
- number of ELL tutoring sessions held